

## BROAD RIVER ELEMENTARY

474 Broad River Blvd.  
Beaufort, SC 29906

**GRADES** PK-5 Elementary School

**ENROLLMENT** 382 Students

**PRINCIPAL** Dr. Melissa Sheppard 843-322-8400

**SUPERINTENDENT** Herman K. Gaither 843-322-2300

**BOARD CHAIR** Earl Campbell 843-322-2356

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	44	56	2	0

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 16 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

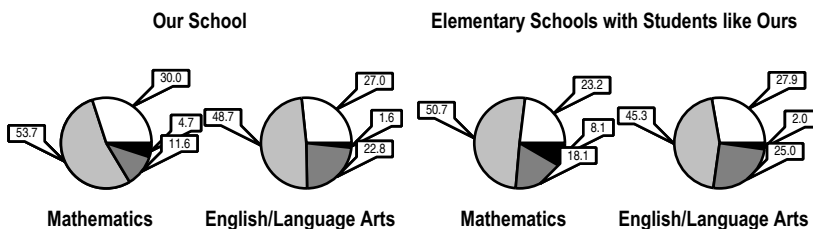
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




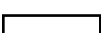
[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Below Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	0	63	34
Percent satisfied with learning environment	N/R	85.5%	90.9%
Percent satisfied with social and physical environment	N/R	80.3%	78.1%
Percent satisfied with home-school relations	N/R	83.9%	79.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	216	99.5	27.0	48.7	22.8	1.6	24.3	17.6
Gender								
Male	111	99.1	36.6	46.2	16.1	1.1	17.2	17.6
Female	105	100.0	17.7	51.0	29.2	2.1	31.3	17.6
Racial/Ethnic Group								
White	92	98.9	19.5	40.2	37.8	2.4	40.2	17.6
African-American	112	100.0	33.0	54.6	11.3	1.0	12.4	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	10	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	170	99.4	25.2	47.0	25.8	2.0	27.8	17.6
Disabled	46	100.0	34.2	55.3	10.5	N/A	10.5	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	216	99.5	27.0	48.7	22.8	1.6	24.3	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	215	99.5	26.6	48.9	22.9	1.6	24.5	17.6
Socio-Economic Status								
Subsidized meals	142	99.3	30.1	52.0	17.1	0.8	17.9	17.6
Full-pay meals	74	100.0	21.2	42.4	33.3	3.0	36.4	17.6

Mathematics								
All students	216	100.0	30.0	53.7	11.6	4.7	16.3	15.5
Gender								
Male	111	100.0	33.0	52.1	10.6	4.3	14.9	15.5
Female	105	100.0	27.1	55.2	12.5	5.2	17.7	15.5
Racial/Ethnic Group								
White	92	100.0	18.1	54.2	19.3	8.4	27.7	15.5
African-American	112	100.0	40.2	51.5	6.2	2.1	8.2	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	10	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	170	100.0	24.3	57.2	12.5	5.9	18.4	15.5
Disabled	46	100.0	52.6	39.5	7.9	N/A	7.9	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	216	100.0	30.0	53.7	11.6	4.7	16.3	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	215	100.0	30.2	53.4	11.6	4.8	16.4	15.5
Socio-Economic Status								
Subsidized meals	142	100.0	38.7	52.4	7.3	1.6	8.9	15.5
Full-pay meals	74	100.0	13.6	56.1	19.7	10.6	30.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	67	N/A	13.6	30.3	48.5	7.6	56.1
	Grade 4	65	N/A	27.0	58.7	14.3	N/A	14.3
	Grade 5	66	N/A	30.8	61.5	7.7	N/A	7.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	72	100.0	13.3	48.3	33.3	5.0	38.3
	Grade 4	76	98.7	27.9	44.1	27.9	N/A	27.9
	Grade 5	68	100.0	39.3	54.1	6.6	N/A	6.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	67	N/A	24.2	45.5	21.2	9.1	30.3
	Grade 4	65	N/A	41.3	41.3	11.1	6.3	17.5
	Grade 5	66	N/A	47.0	39.4	12.1	1.5	13.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	72	100.0	25.0	63.3	8.3	3.3	11.7
	Grade 4	76	100.0	29.0	50.7	13.0	7.2	20.3
	Grade 5	68	100.0	36.1	47.5	13.1	3.3	16.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 382)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.2%	Down from 2.4%	2.6%	2.4%
Attendance rate	96.0%	Up from 95.4%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	22.6%	Down from 33.0%	11.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.4%	Down from 9.8%	8.1%	8.0%
Older than usual for grade	0.3%	Up from 0.2%	1.2%	1.1%
Suspended or expelled	2.6%	Up from 0.0%	0.0%	0.0%

Teachers (n= 38)				
Teachers with advanced degrees	52.6%	Down from 53.8%	47.1%	50.0%
Continuing contract teachers	89.5%	Down from 89.7%	86.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	90.2%	Up from 87.2%	87.1%	86.2%
Teacher attendance rate	94.8%	Up from 92.0%	95.2%	95.3%
Average teacher salary	\$42,239	Up 8.4%	\$39,468	\$39,909
Prof. development days/teacher	11.5 days	Down from 18.3 days	11.6 days	11.4 days

School				
Principal's years at school	12.0	Up from 11.0	4.0	4.0
Student-teacher ratio	18.2 to 1	Up from 3.9 to 1	18.9 to 1	18.9 to 1
Prime instructional time	87.8%	Up from 85.0%	89.3%	89.7%
Dollars spent per pupil*	\$8,532	Up 3.7%	\$5,718	\$5,892
Percent spent on teacher salaries*	53.6%	Down from 63.7%	66.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.3%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Broad River Elementary has undergone much change this school year. Our wide array of programs and activities continued amidst major upgrades to our school campus. The building construction project expanded the square footage in our classrooms and added instructional spaces on all hallways. As a full-service, site-based managed school, staff and parents focused on providing a world-class program for all students. The multi-age classrooms, year-round calendar, intercession classes, Early Childhood Development Center and our Outreach services promoted our school mission and goals.

Students in all of the multiage teams contributed to our community through service projects. Citizenship and working toward school community goals were areas of emphasis. The IB-Primary Years Program enhanced these goals by giving children an opportunity to participate in learning about issues that affect our school, local and global community.

The after-school program, funded by a 21st Century Grant, enrolled over 150 children for additional work in academic skills. The fall intercession classes furthered student opportunities in sports, creative writing, the fine arts and academics. The before-school program placed emphasis on sustained silent reading.

Our 2001-2002 PACT scores showed growth in third and fourth grade Language Arts, and a gain was noted in fourth and fifth grade math scores. These gains placed many of our below basic students into the basic, proficient and advanced ranges. Our challenges still include a large annual student turnover which poses some difficulties in program continuity and assessment. The need to further improve our reading and math learning is still evident and we will strive for continued improvement in these areas.

Our end-of-year parent questionnaires indicated a need for more parental involvement in the school program. The SIC and PTO Executive Boards focused specifically on these issues this school year. Our goal was to increase parent participation in all adult/student programs, conferences and activities. Our turnout for parent/teacher conferences was 98% this year and parental attendance at Pre-School meetings, assemblies, and Family Night presentations increased by 10%. It is our goal to involve more and more parents in school activities in the future.

Our beautiful new facility will be thoroughly enjoyed next school year along with our fully functional dental clinic. BRES has continued to be an award winning school receiving the SC Healthy Schools Award for a fifth year in a row, and the SC Flagship School Award for a fourth year. As an authorized International Baccalaureate Primary Years Program World School we are one of only 19 in the nation to have achieved this status. We will continue to meet all of the challenges we encounter in the new year and to further our students' academic achievement in all areas.

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.